



Anderson 3 School District

335 West Front Street
Iva, South Carolina 29655

Grades	PK-12 District	
Enrollment	2,618 Students	
Superintendent	Gail Southard, Interim	864-348-6196
Board Chair	Larry Holbrook	864-348-6196

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Below Average	At-Risk
2007	Average	Average
2006	Average	Average
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

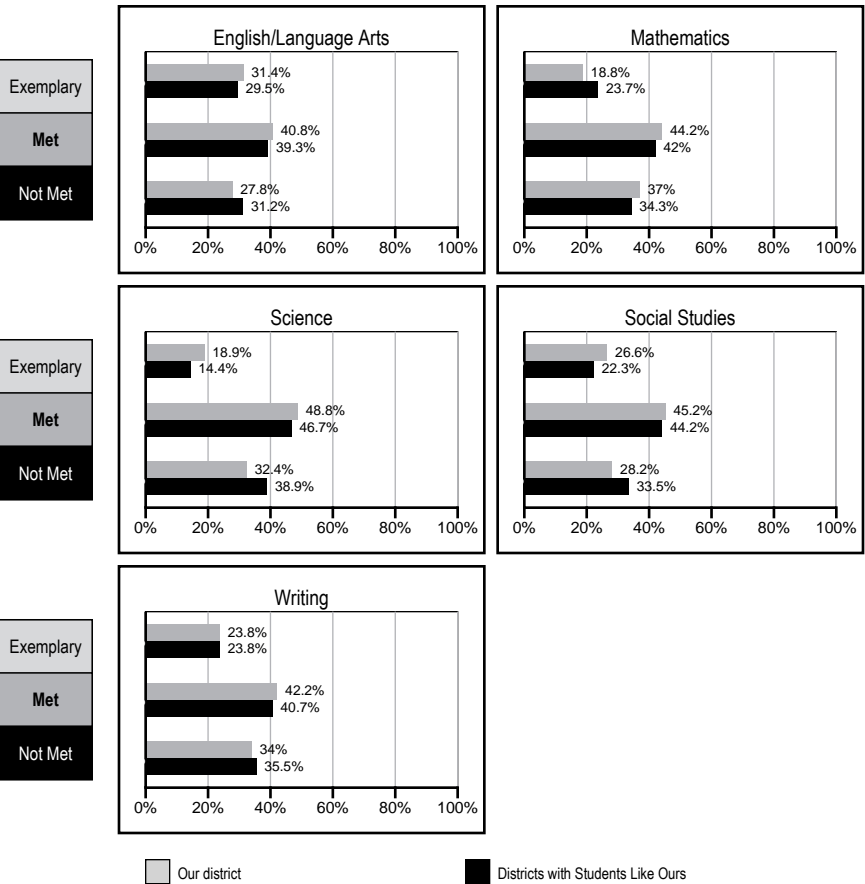
97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	19	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	80.8%	83.4%	73.8%	76.0%	78.1%	72.9%
Passed one subtest	9.6%	8.6%	12.9%	13.4%	11.3%	14.3%
Passed no subtests	9.6%	8.0%	13.3%	10.6%	10.6%	12.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	81.6%	76.5%
English 1	62.3%	61.8%
Physical Science	47.2%	46.4%
US History and the Constitution	35.6%	35.9%
All Subjects	56.6%	55.8%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,618)				
First graders who attended full-day kindergarten	99.1%	Up from 98.5%	100.0%	99.7%
Retention rate	3.8%	Down from 4.8%	3.5%	3.1%
Attendance rate	95.3%	Up from 94.9%	95.7%	95.7%
Eligible for gifted and talented	12.9%	Down from 13.7%	12.1%	11.2%
With disabilities other than speech	12.1%	Down from 13.3%	10.8%	10.6%
Older than usual for grade	5.3%	Up from 5.1%	4.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.4%	0.6%	0.5%
Enrolled in AP/IB programs	8.4%	Down from 13.4%	8.1%	10.5%
Successful on AP/IB exams	51.4%	Up from 40.4%	50.2%	51.2%
Eligible for LIFE Scholarship	32.8%	Down from 35.6%	29.4%	30.8%
Enrolled in adult education GED or diploma programs	46	Up from 24	40	40
Completions in adult education GED or diploma programs	17	Up from 9	23	30
Annual dropout rate	4.4%	Up from 2.7%	4.0%	3.4%
Teachers (n=180)				
Teachers with advanced degrees	50.0%	Up from 46.1%	56.5%	56.8%
Continuing contract teachers	83.3%	Up from 77.2%	79.9%	76.7%
Teachers with emergency or provisional certificates	3.5%	Up from 2.8%	4.3%	4.6%
Teachers returning from previous year	90.0%	Up from 89.8%	88.4%	88.4%
Teacher attendance rate	95.9%	Up from 94.7%	95.0%	95.0%
Average teacher salary*	\$45,414	Up 3.9%	\$46,226	\$46,992
Vacancies for more than nine weeks	0.0%	No Change	0.3%	0.4%
Professional development days/teacher	11.6 days	Down from 21.4 days	13.4 days	13.1 days
District				
Superintendent's years at district	8.5	Up from 7.5	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 20.0 to 1	20.0 to 1	20.5 to 1
Prime instructional time	90.6%	Up from 87.3%	89.8%	89.8%
Dollars spent per pupil**	\$8,334	Up 1.5%	\$9,378	\$9,279
Percent of expenditures for teacher salaries**	53.8%	Up from 53.4%	52.7%	52.7%
Percent of expenditures for instruction**	56.7%	No Change	56.4%	56.7%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Number of schools	5	Up from 4	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.7%	Down from 4.7%	2.3%	3.5%
Average age in years of school facilities	25 Years	Up from 24 Years	29 Years	28 Years
Number of schools with SACS accreditation	5.0	Up from 4.0	9.0	8.0
Parents attending conferences	89.8%	Down from 91.9%	95.2%	93.9%
Average administrator salary	\$78,515	Up 2.2%	\$78,468	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	143	93.0%	846	56.6%	171	66.7%	No
Gender							
Male	80	87.5%	440	58.4%	90	58.9%	N/A
Female	63	100.0%	406	54.7%	81	75.3%	N/A
Racial/Ethnic Group							
White	129	92.2%	754	58.6%	150	65.3%	N/A
African American	10	100.0%	78	34.6%	17	70.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	16	43.8%	109	17.4%	19	31.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	74	90.5%	476	50.4%	87	58.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	93.0%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	171	398
Number of Diplomas	114	300
Rate	66.7%	75.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	489	537	517	551	486	531	1492	1620		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	20.7	20.6	21.7	20.0	22.2	22.0	20.5	20.6	21.4	20.9
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	4 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	17.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The members of the Board of Trustees, faculty, staff, and administrators of Anderson School District Three are dedicated to working cooperatively with parents and other community members to provide the best education possible for our students. The mission of Anderson School District Three, serving a rural community with an agricultural heritage, is to develop well-rounded, productive citizens and life-long learners for a diverse society through challenging, innovative educational experiences in a safe environment, guided by competent, caring, committed staff in partnership with a supportive community.

The district is proud of the continuing accomplishments of its students and staff. These achievements are direct results of the dedication of the staff, the hard work of the students, and the support of parents and our community.

Crescent High's FFA Chapter was awarded its second consecutive Gold Chapter Award. Crescent's seniors received over 2.2 million dollars in scholarships. A Starr-Iva social studies teacher, named South Carolina's Teacher of Merit, will compete in a national competition. A Starr Elementary student won first place in the Clemson University Martin Luther King Celebration poster contest. Iva Elementary received the Palmetto Silver Award, a recognition for closing the achievement gap of historically underachieving students. Flat Rock Elementary, the first new school in Anderson Three in over thirty years, opened its doors in August as the third elementary school in our district.

Hugh Smith, Superintendent

Abbreviations for Missing Data

No Child Left Behind

District Adequate Yearly Progress

No

This district met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Anderson 3 School District consists of 5 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1235	100.0	27.9	40.8	31.3	82.3	82.8	Yes	Yes
Gender									
Male	645	100.0	30.2	39.8	29.9	80.7	79.3	N/A	N/A
Female	590	100.0	25.4	41.8	32.8	84.1	86.5	N/A	N/A
Racial/Ethnic Group									
White	1050	100.0	25.6	40.5	33.9	83.6	89.5	Yes	Yes
African American	156	100.0	42.1	42.1	15.9	73.8	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	19	100.0	35.3	52.9	11.8	76.5	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	219	100.0	55.3	35.4	9.2	57.8	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	791	100.0	33.2	44.1	22.7	78.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1235	100.0	37.0	44.3	18.7	72.3	78.9	Yes	Yes
Gender									
Male	645	100.0	37.9	42.1	20.0	71.7	77.0	N/A	N/A
Female	590	100.0	36.0	46.6	17.4	72.9	80.9	N/A	N/A
Racial/Ethnic Group									
White	1050	100.0	34.4	44.7	21.0	74.6	87.2	Yes	Yes
African American	156	100.0	53.8	40.7	5.5	57.2	66.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	19	100.0	52.9	35.3	11.8	58.8	76.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	219	100.0	74.3	22.3	3.4	31.6	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	791	100.0	45.1	43.0	12.0	65.0	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	827	98.7	31.4	49.4	19.2	68.6	67.5
Gender							
Male	436	98.9	30.2	45.5	24.3	69.8	67.0
Female	391	98.5	32.8	53.6	13.7	67.2	68.0
Racial/Ethnic Group							
White	700	98.6	28.0	50.9	21.1	72.0	79.5
African American	108	99.1	52.0	40.8	7.1	48.0	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	13	100.0	53.8	38.5	7.7	46.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	150	99.3	65.0	28.6	6.4	35.0	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	7	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	516	98.8	42.4	45.3	12.3	57.6	55.1

Social Studies

All Students	824	98.5	27.5	45.4	27.2	72.5	72.3
Gender							
Male	423	97.9	25.3	42.3	32.5	74.7	71.5
Female	401	99.3	29.7	48.5	21.8	70.3	73.2
Racial/Ethnic Group							
White	703	98.7	26.0	45.0	29.1	74.0	80.7
African American	103	97.1	34.7	51.6	13.7	65.3	60.0
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	149	98.7	54.1	36.3	9.6	45.9	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	4	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	552	98.4	33.3	45.7	21.0	66.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1240	98.7	33.6	40.3	26.1	66.4	70.2	95.8	96.1
Gender									
Male	645	98.6	42.3	36.8	20.9	57.7	63.2	95.9	96.0
Female	595	98.8	24.3	44.0	31.7	75.7	77.5	95.7	96.3
Racial/Ethnic Group									
White	1053	99.2	31.5	40.1	28.4	68.5	79.1	95.7	95.9
African American	158	96.8	45.1	42.3	12.7	54.9	57.6	96.3	96.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.2	97.9	97.3
Hispanic	19	100.0	64.7	29.4	5.9	35.3	62.6	95.4	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.7	94.5	94.9
Disability Status									
Disabled	197	95.9	75.8	21.3	2.8	24.2	26.1	95.1	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	61.2	95.3	96.8
Socio-Economic Status									
Subsidized meals	796	98.4	41.0	41.4	17.6	59.0	58.9	95.2	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	205	100.0	24.7	38.1	37.1	75.3
	4	238	100.0	25.4	49.6	25.0	74.6
	5	202	100.0	25.0	45.7	29.3	75.0
	6	216	100.0	28.9	39.8	31.3	71.1
	7	177	100.0	28.0	35.7	36.3	72.0
	8	197	100.0	36.2	33.5	30.3	63.8
Mathematics							
2009	3	205	100.0	49.0	33.5	17.5	51.0
	4	238	100.0	30.8	53.6	15.6	69.2
	5	202	100.0	36.7	46.3	17.0	63.3
	6	216	100.0	40.8	37.3	21.9	59.2
	7	177	100.0	32.7	47.6	19.6	67.3
	8	197	100.0	31.9	46.8	21.3	68.1
Science							
2009	3	104	99.0	34.4	51.0	14.6	65.6
	4	238	100.0	26.8	59.4	13.8	73.2
	5	101	90.1	42.5	43.7	13.8	57.5
	6	109	100.0	36.6	42.6	20.8	63.4
	7	177	100.0	23.2	51.8	25.0	76.8
	8	98	100.0	38.3	31.9	29.8	61.7
Social Studies							
2009	3	102	99.0	22.9	42.7	34.4	77.1
	4	237	100.0	18.8	52.9	28.3	81.2
	5	102	89.2	36.1	39.8	24.1	63.9
	6	107	100.0	13.0	55.0	32.0	87.0
	7	177	100.0	41.7	33.9	24.4	58.3
	8	99	100.0	34.7	45.3	20.0	65.3
Writing							
2009	3	206	98.1	38.0	35.9	26.0	62.0
	4	239	97.9	39.8	36.7	23.5	60.2
	5	205	99.0	31.1	45.3	23.7	68.9
	6	214	99.1	33.0	34.5	32.5	67.0
	7	180	99.4	22.2	46.2	31.6	77.8
	8	196	99.0	35.6	44.7	19.7	64.4

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	216	97.2	16.9	43.8	26.9	12.4	59.2	61.8	No	Yes
Male	115	94.8	25.2	42.7	18.4	13.6	50.5	57.4	N/A	N/A
Female	101	100.0	8.2	44.9	35.7	11.2	68.4	66.1	N/A	N/A
White	187	97.3	15.6	43.9	26.6	13.9	60.1	74.3	No	Yes
African American	25	100.0	28.0	40.0	28.0	4.0	52.0	44.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	29	89.7	72.0	28.0	N/A	N/A	4.0	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	115	96.5	22.1	46.2	26.0	5.8	48.1	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	216	97.7	21.8	33.7	25.2	19.3	59.9	62.7	No	Yes
Male	115	96.5	25.7	31.4	21.0	21.9	56.2	61.8	N/A	N/A
Female	101	99.0	17.5	36.1	29.9	16.5	63.9	63.6	N/A	N/A
White	187	97.9	21.3	31.6	25.3	21.8	61.5	75.1	No	Yes
African American	25	100.0	28.0	44.0	24.0	4.0	48.0	45.1	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	29	93.1	80.8	15.4	3.8	N/A	3.8	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	115	96.5	27.9	37.5	24.0	10.6	51.9	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	214	93.9	66.8	15.9	6.1	5.1	N/A	N/A	N/A	N/A
Male	113	92.0	60.2	18.6	6.2	7.1	N/A	N/A	N/A	N/A
Female	101	96.0	74.3	12.9	5.9	3.0	N/A	N/A	N/A	N/A
White	185	94.1	65.9	15.1	7.0	5.9	N/A	N/A	N/A	N/A
African American	25	96.0	76.0	20.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	81.5	81.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	114	93.0	77.2	11.4	N/A	4.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	183	98.4	10.2	31.1	31.1	27.7	67.2	69.7
	2009	216	97.2	16.9	43.8	26.9	12.4	59.2	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	183	98.4	15.8	26.6	37.9	19.8	67.8	67.2
	2009	216	97.7	21.8	33.7	25.2	19.3	59.9	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	95.3%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.